

SCHOOL OF SOCIAL WORK NEWS

FALL 2015/WINTER 2016



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Anderson

Expanding our **reach and access** to social work education

Dear friends,

As we are immersed in another school year, we have many things to be thankful for at the School. We continue to attract high numbers of idealistic and talented students across our degree programs. This fall semester, for example, we welcomed three new PhD, 257 new MSW, and 66 new BASW students. When added to our returning students, the School currently has over 700 students enrolled across our three degree programs. Our statewide and international reach continues to grow as well. In addition to our East Lansing site, we have full MSW programs operating in Flint, Saginaw, and Oakland County, a weekend program in Lansing, and a unique statewide blended program that is celebrating its tenth anniversary of online and face-to-face teaching across Michigan. This year, we are happy to add a two-year full-time MSW program to our three-year part-time program in Flint, and we are accepting our second cohort of clinical students into our weekend program.

We are also proud to be part of three broader national and MSU initiatives to promote student quality and diversity. First, three MSW students from the highly competitive MasterCard Foundation Scholars Program have joined the MSW program. These students, who are among only ten graduate students selected University-wide, receive complete funding support and will return to their home countries to aid social development in Sub-Saharan Africa (see more on page 11). Second, the School was one of ten social work programs nationally to be selected to participate in the Council on Social Work Education's Health Care Education and Leadership Scholars (HEALS) program. This five-year program, which is intended to enhance social work leadership nationally in interdisciplinary health care provision, will provide scholarships and enhanced programming each year

for leading students (page 3). Third, the School welcomed its first College of Social Science Scholars, who are engaged in a program to enhance the educational experiences of strong undergraduate students (page 19).

The School is also extending the reach of its continuing education and community engagement programs. We are providing more continuing education learning opportunities, particularly through new online classes and webinars in diverse subject areas. The online expansion will allow us to develop far-reaching programs globally not only to disseminate our knowledge but to learn from others. We are actively exploring the expansion of our Kinship Care Resource Center to serve a broader range of family caregivers, including those who care for the elderly, those with disabilities, and foster and other youth.

Continuing to expand our programs and enhance the quality of our research and teaching depends heavily on attracting new faculty members. We are pleased to welcome **Professor Anna Maria Santiago** and **Assistant Professor Jacklynn Hawkins** to our faculty this year (learn more about their interests on page 12). We are also currently engaged in a national search to hire three additional faculty members to arrive in the next academic year, including one position specializing in gender-based violence research that was awarded to the School through an internal competition in the College of Social Science. When coupled with the excellent research being conducted by our current faculty members, these new faculty members will fundamentally expand our capabilities to conduct cutting-edge research that improves social service delivery and social work education.

It is a time of excitement and opportunity in our School. I would like to thank our faculty members, staff, students, and countless community partners for all they are doing to make our School a special place.

Best regards,

Steve Anderson, PhD
Director, School of Social Work

MSU School of Social Work selected for prestigious **health care training initiative**

The MSU School of Social Work is one of ten programs selected through a competitive national application process to participate in the new Social Work Health Care Education and Leadership Scholars (Social Work HEALS) initiative. Social Work HEALS is a partnership of the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW) Foundation. It was established to prepare the next generation of health care social workers to lead efforts to address system-level changes, heighten awareness of prevention and wellness, address issues of structural racism that are embedded in social institutions, implement high quality services, and be effective members of interdisciplinary teams.

The national project funds a cohort of two MSW and two BASW students each year for five years; the School is matching this commitment from CSWE and the NASW Foundation in order to provide this opportunity to four additional MSW students each year. (See sidebar for list of students selected in the first cohort.)

Students interested in competing for positions in this new program submitted a letter describing their interest and experience in health care, including inter-professional team practice, care/transition coordination, family-centered engagement, and service delivery to vulnerable health populations.

MSU and the other nine selected social work programs will serve as the hub for support of health care education for BASW and MSW students and field instructors and form an active learning community to support each other and deepen their commitment to infusing health issues into their curricula. This will include an annual trip to

Washington, DC, for the scholars to network with students and educators from other participating programs.

At MSU, the BASW students will have coursework related to health care in addition to the regular required courses and will complete a minimum of two semesters in a field experience focused on inter-professional education (IPE). Our MSW students will complete either the Social Work in Health Care or the Levande Program in Gerontology certificate. They will also complete a minimum of two semesters in a field experience focused on IPE and will work together in a shared liaison group. The School will also provide special orientation and cohort-based activities for scholarship students.

Thanks go to the many people who contributed to writing the HEALS grant proposal, including administrative team members and faculty members from the MSW and BASW programs and the Field Office. **Dr. Marcia Lampen**, clinical associate professor and coordinator for international and special program development in the School, is coordinator of the Social Work HEALS initiative. **S**

Social Work **HEALS** scholars

BASW students: Kaeshona Austern
Sarah Keisling

MSW students: Samantha Howley Anderson
Tia Coles
Wendy Derryberry
Maygen Howell
Jody Ingle
Kelly Lennon



CSWE is a partnership of educational and professional institutions, social welfare agencies, and private citizens and is the sole accrediting agency for social work education in the US. The NASW Foundation is a nonprofit organization created to support NASW's educational and charitable initiatives through a wide range of projects that serve the profession, the practitioner, and the public. The New York Community Trust provided funding for this project.

Latinos 2025 aims to position Southeast Michigan for a **stronger, brighter future**

Drs. **Pilar Horner** and **Daniel Vélez-Ortiz** recently co-authored with **Dr. Rubén Martínez** and **Dr. Jean Kayitsinga** the major report *Latinos 2025: A Needs Assessment of Latino Communities in Southeast Michigan*. The purpose of this study was to assess the well-being of Latinos in Southeast Michigan and through that process to identify their needs. The report title reflects the belief that if proactive measures are adopted to address the needs of Latino communities, Michigan will be positioned for a stronger and brighter future by 2025. The report provides recommendations toward this end.



Horner



Vélez-Ortiz

Dominicans, Central Americans, and South Americans, although the majority is from Mexico. The study found that, in general, the status of Latinos is not equal to that of non-Latino whites, but that there is considerable economic variation in the population.

Six key themes were selected to organize the information and the report's recommendations: education, economic well-being, health and health behaviors, civic engagement, community well-being, and immigration. The report shows that Latinos struggle in educational performance, income and poverty levels, employment rates, and health status. Recommendations were provided in each of these areas to assist policy makers, service providers, Latino nonprofit organizations, and the Latino community address such challenges.

This report represents a first step making the contemporary needs of Latino communities in Michigan more visible and tangible.

According to Dr. Martínez, "Latinos are a core segment of Michigan's overall population. They contribute to the state's economic security and cultural diversity. It is imperative that policies, initiatives, and services address their needs. It will position Michigan for a brighter future. This study presents an opportunity to bring issues to the attention of policy makers, service providers, and community leaders so that we can address the needs in Latino communities. We want everyone to recognize societal and economic challenges among Latinos and understand that these are often similar challenges for other population groups, as well." **S**



The Julian Samora Research Institute is part of MSU University Outreach and Engagement and is the Midwest's premier Latino research center. Drs. Horner and Vélez-Ortiz have joint positions in the School of Social Work and the Julian Samora Research Institute; Dr. Martínez is JSRI director, and Dr. Kayitsinga is a visiting scholar and sociologist demographer.

This project was funded by the Community Foundation for Southeast Michigan and the William Davidson Foundation in Detroit. More information is available at jsri.msu.edu.



Legacy of mental health literacy for children

It all began with two children in a waiting room at a mental health treatment center. Their mother, who was diagnosed with serious mental illness, was in session. The clinical supervisor wanted to help the children by explaining what was going on with their mother. Resources were readily available, right? Wrong.

That set **Dr. Joanne Riebschleger** on a path that years later would lead to development of the Youth Education and Support (YES) program. Beginning with the search for what turned out to be non-existent materials to help children with a parent or other family member with a mental illness, Dr. Riebschleger began her research career long before receiving her PhD in social work from Case Western Reserve University's Mandel School of Applied Social Sciences. First, she conducted needs assessments.

Identifying the need

Children in families with serious mental illness have a higher risk of mental illness than other children, and historically, they have not received treatment, education, or prevention services. Even though this high risk affects millions, it is still not widely recognized as a social problem. A further complication arises from the lack of study of the co-occurrence of mental illness and substance abuse. Treatment rarely includes a look at the risk factors for clients' family members.

The presence of these key risk factors, together with an absence of protective factors, increases the likelihood that a child will develop substance abuse and/or poor mental health now or later in adulthood. Substance abuse and mental illness can lead to poverty, homelessness, poor school or work performance, and relationship strain/dissolution.

Developing the program

Armed with needs assessments, Dr. Riebschleger designed instruments to

use with the children, focused on education and support. After working with children and families through community mental health centers and mental health agencies, a serendipitous relationship with the Waverly Public Schools in Lansing, MI, developed through school social worker **Mark Nester**. With his assistance, Youth Education and Support (YES) was created, and the first Waverly Community Schools groups were held in the spring of 2013.

YES is a 10-week support and education program for middle school students who can benefit from information about mental illness, substance abuse, recovery, and coping. It uses a structured learning curriculum with lively and fun group activities. Participating students have a family member, often a parent, with mental health challenges. The YES curriculum was developed through parent focus groups and modified based on suggestions from student participants. The overarching objectives of YES are to prevent and/or delay the onset of substance abuse and/or depression in students who have elevated risks for developing a substance abuse and/or depressive disorder.

Support for technical assistance and evaluation

During the intervention and development phases of the project, support was received from the Gerstacker Foundation and the Guidance Center (a mental health center in Southeast Michigan) to develop and test the program. YES programs were implemented in mental health agencies, including the Guidance Center, Shiawassee Community Mental Health, and Bay Arenac Behavioral Health Services. In 2012–2013, YES was one of 25 programs nationally to receive a technical assistance grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA). In 2013–2014, YES received additional SAMHSA funding for development of a fidelity scale and instruments to measure youth coping skills



Ten weeks, ten topics

- 1 - YES orientation
- 2 - Coping
- 3 - Mental illness and recovery (MI)
- 4 - Depression
- 5 - Substance abuse and recovery (SA)
- 6 - Co-occurring MI/SA
- 7 - Stigma
- 8 - Recovery and families
- 9 - The future
- 10 - Graduation

The research team

Dr. Riebschleger's research team has included **Dr. Deborah Bybee**, professor of ecological/community psychology; **Dr. Esther Onaga**, associate professor in the Department of Human Development and Family Studies; visiting scholar **Betty Tableman**; and evaluator **Dr. Juliane Blazeovski**.

Waverly Community Schools is a public school district in Lansing, MI. Principals at Waverly East Intermediate School and Waverly Middle School have been generous in providing staff support and space resources, as well as facilitating student participation. **Mark Nester**, now-retired as a school social worker, served as project evaluation consultant at Waverly East Intermediate School, and **Kristin Sipple-Hood**, school social worker, is the project evaluation consultant at Waverly Middle School. Riebschleger and Sipple-Hood are currently co-leading these groups.

and youth knowledge of mental illness and recovery.

Positive outcomes and next steps

Early YES outcomes indicate that middle school youth participants significantly increased their knowledge of mental illness, and those gains held at three-months follow up.

Additional funding will be sought to finish pilot data collection and then develop a sustainable program for improved mental health literacy for future generations of high-risk youth. **S**

Honoring Jo Ann McFall: She raised the profile of Field Education



Jo Ann McFall, LMSW, ACSW, RN, who joined the School in 1992 to lead the Field Education Program, retired this past summer as associate director for Field Education and Community Programs. She has been honored by her peers with the 2015 *Dean Schneck Memorial Award for Distinction in Social Work Field Education*. This award, from the North American Network of Field Educators and Directors (NANFED), was presented to McFall at the recent national Council on Social Work Education (CSWE) meetings in Denver.

During her leadership of Field Education, McFall also participated for many years in the work of CSWE, most recently chairing the CSWE Council on Field Education. Through CSWE and with NANFED, she helped raise the profile of field education as the signature pedagogy of social work education, and she was a strong advocate for field education flexibility for nontraditional students. Through

her leadership, guidance, and mentorship, she has earned a highly respected position in social work field education.

The occasion of McFall's retirement and recognition gives us a chance to reflect on the development of the School's Field Education Program over the past 23 years. For example, in 1992, we had 155 students, primarily on the East Lansing campus; today we have more than 700 students, with 473 currently placed in 87 cities and towns statewide. Our databases were on index cards; now we have a fully online system that tracks students, agencies, liaisons, and placements; makes all materials immediately available; and greatly facilitates the submission of necessary contracts and reports. Then, members of the tenure system faculty served as field liaisons between the School and the agency field instructors; today our field liaisons are licensed MSW professionals. **S**

Highlights of McFall's legacy

Here are some highlights of the development of our field education program over McFall's 23-year tenure:

As **DISTANCE EDUCATION** opportunities expanded from a rotating schedule of occasional programs in Flint, Saginaw, Gaylord, Marquette, Alpena, Lapeer, Sault Ste. Marie, and Traverse City to permanent sites in Flint, Saginaw, and Oakland County plus the Statewide Blended and Weekend MSW programs, we have been able to provide relevant professional field placement opportunities to students statewide.

Our unique and innovative **FIELD LIAISON MODEL** was developed, freeing tenure system faculty to focus more on their teaching and research responsibilities. To implement this model, the School hired licensed MSW professionals to work with students and agency field instructors, allowing us to become more proactive in resolving concerns, more responsive to agency and student needs, and more effective in incorporating curriculum into practice.

We were an early adopter of the **INTEGRATIVE FIELD SEMINAR MODEL**, facilitated by our professional field liaison faculty. These seminars integrate coursework with field experience and support students in problem solving. Students address the application of social work knowledge, skills, values, and ethics with respect to their field-based agency practice in a way that bridges all curriculum sequences. This also provides an opportunity to improve educational and administrative support for students, increases communication between students and liaisons, and provides opportunities for problem-solving, case conferencing, and professional development.

Innovative **FIELD PLACEMENT MODELS** were developed. With Rotation, students are placed sequentially in more than one agency setting during an academic year, all pertaining to a particular subject area focus. Project-based placements result in a complex work product that focuses on community and/or organizational change and has a scope that extends beyond one agency setting. The School's four Community Programs provide opportunities for students to participate in a unique campus-based model of service delivery under the supervision of School faculty members. **S**

Field Education is a place for evaluation and scholarship

The evolution of the field program to incorporate distance sites and to include more careful assessment of learning began in the 1990s, with the development and implementation of the School's MSW Program in Marquette, the first accredited MSW program delivered entirely via interactive video (ITV). McFall partnered with **Dr. Paul Freddolino**, with assistance from others, to do research on the Field Education Program. Even before Field Education was recognized as the signature pedagogy of social work education, McFall worked with Dr. Freddolino on the premise that the field experience is essential to professional social work education and the quality of the social work program. As new ideas emerged, discussions always included a look at how an evaluative component might help. Over the years, they published several articles in professional journals and shared their findings with the broader social work education community at national conferences.

Acknowledgment of the School's efforts to use its assessment data to improve curriculum and impact student outcomes was given when the 2014 *Excellence in Field Education Scholarship Prize*—awarded by the Simmons School of Social Work—recognized McFall, Dr. Freddolino, and other faculty for their article "Using Field Evaluation Data for Continuous Quality Improvement." The selection committee noted, "The research represents a comprehensive approach to examining an issue of important relevance to social work field education: how to effectively use field education assessment data to improve student learning outcomes. We [thank] the authors for enriching the scholarly research base on social work field education." **S**

Statewide Blended MSW Program celebrates tenth anniversary

This summer we welcomed the tenth cohort to the Statewide Blended MSW Program!

The School's Statewide Blended Clinical MSW Program, fully accredited by CSWE, was the first to incorporate a wide range of technology to make access to a quality social work program available to students anywhere statewide. It was developed as an outreach project to improve access for students with few local options. The Regular MSW Program (three-year part-time) enrolled its first cohort in 2006, and then an Advanced Standing MSW Program (two-year part-time) was added in 2013.

These hybrid programs combine the best of online and face-to-face instruction in a unique learning community structure based on geographic clusters. The requirements are exactly the same as for on-campus MSW programs, differing only in the method of delivery. Students meet one Saturday per month in learning community locations with a faculty mentor, who is a practitioner from the region, and connect to East Lansing faculty via interactive television (ITV). In addition, students also spend one week each summer on MSU's East Lansing campus for the annual Summer Institute—affectionately called Social Work Boot Camp—which provides time for orientation, class instruction, and cross-cohort networking.

A new cohort of students is admitted every year. To date, we have graduated 189 MSW social workers, and another 109 are currently enrolled, representing 65 Michigan counties and Wisconsin. Many of the students in this program continue to work full-time while earning their MSW degree. The flexibility offered by this program allows these students to balance work, school, and their many other life demands.

Congratulations to Statewide Blended Program faculty, staff, students, and alumni as we recognize this 10th anniversary milestone! For more information about this exciting program, please contact program administrators at st8wide@msu.edu. **S**

ACCESS: The Statewide Blended MSW Program has made earning the MSW degree possible for people who might not have been able to earn it otherwise.

"As a non-traditional student, the Blended Program allowed me to complete my MSW at my Alma Mater from a distance, something I could never have achieved otherwise. After raising my children and practicing at the BA level for 20 years, it was time to raise the bar. My life experiences enriched the learning process in ways I never expected, and it was SO MUCH FUN!" — *Mary Hamlin (MSW 2010)*

"The program has helped me not have to choose between my family and career in order to pursue my goal of an MSW. With the option of distance learning and the support of my classmates, even though they were across the state, I was given the chance to meet all of my dreams at once." — *Amber Monahan (MSW 2014)*

"I wanted to get my MSW for years but couldn't find a way until I found MSU. The Statewide Blended Program allowed me to fulfill a dream. Professionally, I feel I am doing work that has been desperately needed in my community for many years. I will never be able to thank MSU enough!" — *Angela Thompson (MSW 2014)*

"I am a non-traditional student, mother of three, living in northern Michigan. Not only did the Blended Program fit my crazy schedule, MSU also offered an amazing opportunity to obtain a trauma certificate—my passion. I was hired at my field placement agency after I graduated; now I am a behavioral health therapist and also serve on the trauma assessment team. I couldn't have dreamed up this job if I'd tried!" — *Michelle Newman (MSW 2015)*



School adds two-year full-time MSW option in Flint

Students now have another path available to earn their MSW degree! Our Flint campus, which has offered a three-year part-time MSW degree since 2001, will also offer a two-year full-time degree option beginning fall 2016. As with the three-year program, all classes are evening classes held on the Mott Community College campus.

The Flint MSW Program was originated in 2001 for Flint-area social service agency employees, and was presented in partnership with the MSU Extension Genesee County office. Students were attracted to this program by its proximity to their homes and jobs, the availability of evening classes, and the quality of the program. Local social welfare agencies provide support and encouragement for their employees to complete the MSW degree program, in order to improve the expertise of employees providing service to the local community.

The application period is now through January 10, 2016. For more information, contact Julie Farman, program coordinator, at farmanju@msu.edu. The School also offers advanced standing program options in both Oakland and Saginaw; eligible advanced standing students must have already earned a BSW degree. **S**

School offers webinars, on-demand CE courses

In keeping with MSU's land-grant mission of widely accessible education, the School is offering social workers around the world the option of earning continuing education credit through webinars or on-demand courses in addition to traditional face-to-face workshops—from the convenience of their home, office, or on the go!

Webinars offer interactive live presentations on various topics. Immediately following the one-hour webinar, participants are sent a link to complete an attendance record, evaluation, and post-test. In addition to accessibility, webinars allow us to collaborate globally on issues that affect individuals, organizations, and communities.

We have been adding new on-demand courses regularly. Most webinars, once held, are transformed into on-demand courses, available 24 hours a day, seven days a week. You are

able to register, complete the course, and have your certificate in hand—all in less than two hours. Currently, the list of on-demand classes includes:

- Adolescent Self-harm and Suicide Ideation
- Children of Parents with Mental Illness
- Depression in the Elderly
- Effective Court Advocacy
- Finding and Utilizing Services for Adoptive Families
- Hope and Resilience: Moving Past Secondary Traumatic Stress in Child Welfare Practice
- Parent-Child Attachment Relationships and the Effects of Attachment Disruption
- Suicide Assessment, Management, and Intervention. **S**

Fall and winter highlights

Mruk Memorial Lectureship on Schizophrenia

Recovering from Schizophrenia: New Paradigms for Responding to Extreme Mental States

This program presented research demonstrating that full recovery from DSM-defined schizophrenia is a common occurrence. Presented on November 6 in Livonia, it was taught by **Rebecca Hatton**, PsyD, LP. Hatton is in independent practice specializing in psychotherapy for people with psychosis. She is a member of the first group of Americans trained in Open Dialogue, a network-based approach to psychiatric care developed in Finland. Hatton has been mentored by many colleagues who have recovered from schizophrenia and is a trained facilitator for Hearing Voices Network and Maastricht Interviews.



MICHIGAN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
MRUK MEMORIAL LECTURESHIP ON SCHIZOPHRENIA



Ruth T. Koehler Endowed Lecture *"I Don't Play that Way!" Creative Interventions for the Disruptive Behavior Disorders*

On October 23, **Scott Riviere**, MS, LPC, RPT-S, presented this program in Okemos. Participants learned about how children with disruptive behaviors see the world and why traditional treatment approaches are often ineffective. He identified the three main disruptive behavior diagnoses and explained why traditional punishment-based approaches are ineffective. Participants learned hands-on, practical play therapy techniques to help these children accept responsibility, lower defensiveness, and increase feelings of competency and success. Riviere is a licensed professional counselor and registered play therapist-supervisor. He is the director of K.I.D.Z., Inc., Louisiana's first Play Therapy Institute, where his practice focuses exclusively on children and adolescents and their families. **S**



Special 2-day presentations offered this past fall and winter

Substance Abuse Assessment and Intervention 101

Presented by **Brian Ahmedani**, PhD, LMSW, a research scientist at Henry Ford Health System with appointments in the Center for Health Policy and Health Services Research and the Department of Psychiatry

Social Work Practice in the Legal Arena

Presented by **Joe Kozakiewicz**, JD, LMSW, director of the School's Chance at Childhood Program; and **Delanie Pope**, JD, staff attorney for Chance at Childhood

An Introduction to Internal Family Systems

Presented by **Tina Timm**, PhD, LMSW, LMFT, associate professor in the School of Social Work at Michigan State University

Building Capacity for Emotional Resilience in Social Work Practice

Presented by **Lisa Laughman**, LMSW, a social worker at the MSU Employee Assistance Program and an emotional wellness consultant for the MSU Health4U Program



Maldonado

Experts discuss the **benefits of ICWA and MIFPA**

The Hon. Allie Greenleaf Maldonado provided information on the historical background of both the federal Indian Child Welfare Act (ICWA) and the Michigan Indian Family Preservation Act (MIFPA), with a focus on why the laws are both just and in the best interest of Indian children. Judge Maldonado identified ICWA and MIFPA as the gold standards of child welfare and made the case for applying ICWA and MIFPA to all children.

Following Maldonado's presentation, **Kate Fort, JD, Julie Warner, LMSW, and Denneen Smith** participated in a panel discussion on how social workers and other allied professionals can assist in the preservation of native culture through acting on the knowledge gained during this program.

Maldonado is chief judge and an enrolled citizen of Little Traverse Bay Bands of Odawa Indians (Harbor Springs, MI). She has been in private practice and served as a staff attorney at the US Department of Justice. Additionally, she worked on a committee that drafted the recently enacted Michigan Indian Family Preservation Act.

Fort is staff attorney and adjunct professor for the Indigenous Law and Policy Center at MSU College of Law. In her role as Indigenous Law Fellow, she teaches, researches, and writes on behalf of Center clients and on topics in federal Indian law, and manages administrative aspects of the Center.

Warner has taken an advanced interdisciplinary training program on child abuse and neglect. She has worked in child welfare for the Michigan Department of Health and Human Services for the past 35 years and with the managers and staff of the Saginaw Chippewa Tribe's child welfare programs for the past 25 years.

Smith, an enrolled citizen of the Sault Sainte Marie Tribe of Chippewa Indians, is director for the Little Traverse Bay Bands of Odawa Indians Department of Human Services. She serves as co-chair of the Tribal State Partnership and chair of the Tribal Social Services Directors Coalition of Michigan. She provides testimony as a qualified expert witness for Indian child welfare matters throughout the US.

The School has commemorated Michigan Indian Day, the fourth Friday of September, annually since 2002. Michigan Indian Day is officially recognized in honor of the 12 tribes that reside within Michigan's borders. **S**

Coming in spring 2016 • Check socialwork.msu.edu for details



The Dorothy Harper Jones Lectureship in Family Therapy was established by family, friends, and colleagues to honor Dr. Jones's contributions as professor of social work, assistant dean for diversity issues in the College of Social Science, associate dean of the Graduate School, and senior consultant to the Provost. It supports programs to enrich the educational experience of students and provide valuable educational opportunities for the broader community.

Mona Fishbane, PhD, to present the spring 2016 Dorothy Harper Jones Endowed Lecture



Dr. **Mona Fishbane** has been director of the Couple Therapy Training Program at the Chicago Center for Family Health since 1998. There she specializes in treating couples and adult individuals and conducts intergenerational work with adults and their siblings and parents. Her particular focus is on integrating "news from neuroscience" with a systemic approach to therapy. Dr. Fishbane lectures nationally and internationally and has authored numerous articles and book chapters on couple therapy, intergenerational relationships, and interpersonal neurobiology. Her book, *Loving with the Brain in Mind: Neurobiology & Couple Therapy*, was published by Norton in 2013 as part of the Norton Series on Interpersonal Neurobiology. **S**

FINLAND



The students on the steps at Helsinki Senate Square with Helsinki Cathedral in the background.

In the fall of 2009, a team of faculty members began exploring the development of a study abroad program in Finland. This resulted in the first Finland study abroad program during the summer of 2011, which has been repeated every other year since.

This past summer, 11 MSW students, led by East Lansing MSW Coordinator **Karen Newman** and co-led by doctoral student **Edita Milanovic** (see below), spent two weeks abroad in Helsinki and Tampere, with day trips to Tallinn, Estonia, and Hämeenlinna. Students receive six credits for this trip by enrolling in SW 822-Topics in Policy, Practice, and Advocacy, a summer-long online course that focuses on comparative social welfare policy with content related to international social work and the integration of global content into social work education, and in SW 890-Independent Study.

In Finland, students had the opportunity to explore the two cities and visit cultural sites. They were hosted at a range of social service agencies, meeting professionals employed there and participating with them in mutual discussions and brief field work opportunities. Agencies included those for child protection, foster care, and supervised visitation; day centers and assisted living facilities for older adults; rehabilitation for young adults with learning/intellectual disabilities; rehabilitation for people with drug addiction; a criminal re-entry program; and services for families with substance addiction. They were also able to visit a women's open prison and the Finnish Parliament.

One highlight of their program came when the MSU students had the opportunity to sit down with students earning the Master of Social Services Degree at the School of Wellbeing and Social Services of TAMK (Tampere University of Applied Sciences; Finnish: Tampereen ammattikorkeakoulu) to compare social work education in the two countries and discuss issues such as elder care, animal-assisted therapies, intellectual and physical disability, substance abuse, and effects of youth unemployment. They also had a chance to enjoy social time with Finns and foreigners living in Finland. **S**

Student highlights



Minister Razmya is pictured front row, left; also pictured (front row, right) is Mirkaliina Häyrynen of Malmi Children's Home Social Services and Health Care Office, one of the program hosts.

Brad Bender: "This was a phenomenal experience that has made me re-think how social welfare policies and societal values (such as freedom) are defined and delivered. One highlight was being able to visit the Finnish Parliament building in Helsinki. There, we were able to have a conversation with Finland's first female immigrant Parliamentary minister, **Nasima Razmya**. Having a candid conversation about immigration issues, comparing and contrasting with US immigration issues, was informative and demonstrated how people are interconnected, no matter how far away they may be.

Our Finnish hosts were very hospitable and tailored our educational and cultural experience to our individual interests and needs. Because of this trip, I feel that I have increased my cultural humility while attaining a better appreciation of the context in which social welfare policy is conducted outside of the US, which will impact my future research and career aspirations."

MasterCard Foundation Scholars from Africa

The MSU School of Social Work MSW Program welcomes three MasterCard Foundation Scholars this year. The MasterCard Foundation Scholars Program provides talented African students who have demonstrated academic talent and leadership potential with access to quality education in the US. The program focus is on Sub-Saharan Africa, with the intent of developing leadership in these economically disadvantaged countries. Despite experiencing progress in many areas, Africa continues to face relatively low rates of educational enrollment, particularly among girls and women.

The University received \$45 million in funding over nine years from this program and will provide an estimated 185 undergraduate and master's-level students with full support. The three students selected to enter our MSW program were the only three selected from the College of Social Science and are among only ten graduate students selected across MSU.

Scholars receive comprehensive financial, academic, and social support, as well as opportunities for community service and internships, experiential learning abroad, and cohort signature programs that will focus on leadership



THE MASTERCARD FOUNDATION
Scholars Program

The School's MasterCard Foundation Scholars are all first-year students in the East Lansing MSW Program. We are proud to welcome:

Anissa Chitwanga, from Malawi
Roselyn Kailhula, from Tanzania
Auguste Shikongo, from Namibia

topics. Scholars will also receive support to complete an internship in Africa during their studies and are expected to return to their home country after graduation to contribute to development in their area of study. MSU and the MasterCard Foundation both will help them to secure suitable employment opportunities in Africa.

These students will become members in a network of scholars whose work will be informed by

a strong commitment to service; it is hoped that the network will allow scholars to forge a common identity, meet and exchange ideas with their peers, and connect via social media.

The MasterCard Foundation is an independent, global organization based in Toronto, Canada. Through collaboration with partner organizations in 46 countries, it is creating opportunities for people to learn and prosper. The Foundation's programs promote financial inclusion and advance youth learning, mostly in Africa. The MasterCard Scholars Foundation Program has received a \$500 million funding commitment for working with MSU and other university partners in the US and other countries. **S**



Brennan in Helsinki, Finland, at the Baltic Sea

Elena Brennan: "I entered the MSW Program as a pathway to become a policy activist through community involvement and nonprofit partnership. Study abroad had been too financially daunting to consider as an undergraduate, but when I read about this opportunity to study

abroad in Finland—a leader in social policy and services—I took a chance and applied.

Funding provided by the MSU Credit Union allowed me to indulge my love for social work and travel and my genuine interest in the human condition; it provided me one of the best experiences of my graduate career. My perception of social work grew, further deepening my love for the field and passion to bring home tools for change. I not only brought home a different perspective of how social services are built and dispersed, but I got to explore the micro and macro aspects of Social Work through the eyes of a different culture."



Milanovic

Edita Milanovic, a third-year doctoral student, had the opportunity to join this international experience in a dual role—as program assistant, providing support for the students and assistance for **Karen Newman**, and as an active researcher. Milanovic's research focus is experiential learning and international social work, so this was a perfect fit for her.

The goal of her study was to capture the students' journey and experiences of studying abroad, which included following their experiences and preparations before leaving for Finland and during their visit, as well as assessing how their experiences in Finland impacted their lives back home. She conducted two focus groups—one before leaving for Finland and the other after returning home—and also asked the participating students to take photographs to match a variety of themes, such as culture clash and cultural similarities.

Milanovic's trip and research were supported in part by funding from the School.

Meet the new **School faculty**

Santiago's research focuses on **housing policies and programs as vehicles to reduce urban poverty**



We welcome Professor **Anna Maria Santiago**. She holds a doctoral degree in urban social institutions from the University of Wisconsin–Milwaukee; master's degrees in geography from the University of Wisconsin–Milwaukee and pastoral ministry and counseling from Assumption University in

Windsor, Ontario, Canada; and completed postdoctoral training in demography, poverty, and public policy at the University of Michigan.

Dr. Santiago is a specialist in urban poverty and social welfare policy as well as research methodology. She has held faculty positions at the University of Puerto Rico–Mayaguez, Universidad del Sagrado Corazon, Seton Hall University, Indiana University, Wayne State University, and most recently the Mandel School of Applied Social Sciences at Case Western Reserve University, where she was the Leona Bevis and Marguerite Haynam professor of community development.

For more than two decades, Dr. Santiago's research

has examined the importance of place on the economic opportunities and life chances available to low-income Latino, African American, and Vietnamese families. Her current research focuses primarily on how federal, state, and local housing policies and programs serve as vehicles for community and social development and on ways contemporary social welfare and anti-poverty policies can best be used to reduce social and economic disparities experienced by low-income and minority families residing in urban areas.

Dr. Santiago's research has been supported by grants from the US Department of Housing and Urban Development, the National Institute of Child Health and Human Development, the Ford Foundation, the MacArthur Foundation, the Annie E. Casey Foundation, the Social Science Research Council, and the W.K. Kellogg Foundation.

Dr. Santiago recently completed her term as president of the Society for the Study of Social Problems. She is a senior editor for the *Journal of Community Practice*. She has authored numerous articles in peer-reviewed journals, book chapters, and two books, *Opportunity Neighborhoods for Latino and African American Children* and *Why NOT in My Backyard?* **S**

Hawkins' research focuses on **health care for low-income African American and Latino men**



Dr. **Jacklynn Hawkins** joins the School as assistant professor after earning her PhD from the University of Michigan joint doctoral program in social work and sociology. Her dissertation—*Social Determinants of Diabetes Self-Management, and Diabetes Health Care Utilization in African American and Latino Men with Type*

2 Diabetes—explored individual and structural factors that influence self-care and healthcare utilization among Latino and African American men with diabetes.

Her bachelor and master degrees in social welfare with a health concentration were earned at the University of California–Berkeley, where her MSW honors thesis was titled *Access to Treatment for Depression Among African Americans and Latinos with Diabetes: The Role of Health Insurance Plans*.

Her dissertation used data from the REACH Detroit Partnership—a community-driven intervention for preventing diabetes and its related conditions and improving quality of life—and the Centers for Disease Control and Prevention (CDC) National Health Interview survey. She received a *Diversity Supplement Grant* from the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) to support her research with African American and Latino men with diabetes.

Dr. Hawkins's research agenda is broadly focused on the social determinants of health behavior in African Americans and Latinos with diabetes. Specifically, it includes the examination of the influence of gender on health behaviors in persons of color with diabetes. She is particularly interested in factors that contribute to access to and utilization of care, diabetes self-management, and community-based interventions targeting low-income African American and Latino men. **S**

Meet the new PhD students



Daniel Cavanaugh (MSW 2012) has returned to MSU after three years in Portland, OR, working as an intensive outpatient therapist for youth with mental health diagnoses and developmental delays. He says, "I chose MSU for my doctoral studies because I

have been consistently impressed with the School's ability to produce dedicated clinicians and a wealth of strong research to guide their practice."

Cavanaugh is interested in pursuing research on using wilderness and natural spaces to promote healing and decrease symptoms of mental illness in often hard-to-reach youth and families, as well as promoting self-care in the helping profession. He also wants to develop training on diversity and inclusion, with the intent of informing social work practices in implementing these modalities to increase equity, inclusion, and culturally informed practice.

In addition, Cavanaugh has been involved with training educators, providers, and administrators on culturally informed services for clients who identify as LGBTQ, and his goal for his dissertation is to combine all of these interests and experiences to develop new strengths-based and culturally informed research on wilderness modalities. Currently, he is participating in research on the benefits of psychoeducation programming for children of parents struggling with mental illnesses and research related to utilizing case management to improve outcomes for stroke victims following discharge from hospitalization. **S**



Liz Sharda earned her MSW from Grand Valley State University (Grand Rapids, MI) in 2006. Since that time, she has worked primarily in the child welfare system in direct service provision, program development and coordination, and staff and parent training. Her

professional practice has focused on the foster care system and trauma-informed care. Her most recent position was as a foster care training specialist for Bethany Christian Services in Grand Rapids; prior to that she served in various direct practice roles there.

Sharda has taught courses at Spring Arbor University and Grand Valley State University on child welfare, pluralism in American society, and social and cultural diversity. She has also presented at many conferences and has been an independent trainer and consultant in the child welfare community on trauma-related topics.

Sharda and her husband have been foster parents for six years. Her current research interests are reflective of her professional and personal experience and include child welfare, secondary trauma, and resilience factors among foster parents. Sharda is an affiliate member of the National Child Traumatic Stress Network (NCTSN) and its work groups; NCTSN was established by Congress in 2000 improve access to care, treatment, and services for traumatized children and adolescents exposed to traumatic events. **S**



Carolyn Sutherby earned her bachelor degree in sociology and family studies from Central Michigan University. After graduating, she served in AmeriCorps for a year, providing disaster relief through the American Red Cross. She then obtained her MSW from

Grand Valley State University (Grand Rapids, MI) and worked in child welfare as a trauma therapist and program supervisor for nearly 10 years; during this time she also provided private practice counseling. Sutherby worked at Spectrum Health Medical Group for five years in the primary care department and piloted a psychiatric behavioral health program. Currently, Sutherby works as a medical social worker in the emergency department at Helen Devos Children's Hospital in Grand Rapids.

Sutherby is passionate about women's health issues, specifically mothers with mental health, substance use, and trauma issues. She is a trained birth doula and serves on the Kent County Postpartum Depression Coalition and the Michigan Statewide Perinatal Mood Disorder Coalition. She has volunteered as a Spectrum Health postpartum depression support group therapist, is a MomsBloom volunteer and board member, and worked contractually as a case manager in the Pine Rest mother/baby program. She also serves as adjunct professor of social work at Grand Valley State University and Western Michigan University. **S**

Have you ever considered earning your PhD in social work?

- Does it sound exciting to become an expert on a topic that's important to you?
- Are you interested in research that can be used to address practice issues or social problems?
- Do you think you might enjoy teaching and mentoring students?

If you would like to learn more about a PhD in social work, including coursework, financial support, and working with a faculty mentor, please contact **Dr. Angie Kennedy** at kenne258@msu.edu.

MICHIGAN STATE
UNIVERSITY

School of Social Work

News from Alumni

Amy Cooper and **Arianne Slaughter** (both BASW 2015) were hired by their field agencies. Because they both earned the School's certificate in child welfare, they were exempt from much of the Michigan Department of Human Services training required for their new jobs. In addition, Slaughter was a guest speaker at our BASW orientation this fall.

Jason Cross (BASW 2012) was recently appointed as director of family services for the Little River Band of Ottawa Indians in Manistee, MI.

Muthoni Imungi (PhD 2008), a Kenyan native, was recently hired as clinical assistant professor and director of field education at the University of Wisconsin-Madison. This follows her more than nine years of field education experience at Grand Valley State University in Grand Rapids, MI, and MSU.

Jessie Lucero (BASW 2015) found that her certificate in aging helped her to be hired by the agency where she did her field work. She is now director of social services at Lakeshore Healthcare-Elmwood Campus, a skilled nursing and rehabilitation center in Detroit, MI, specializing in short- and long-term care.

Matthew Molnar (MSW 2012) has been hired as director of field education at the Lourdes University Department of Social Work in Sylvania, OH. He was hired by **Terry Keller**, LMSW, ACSW, an MSU social work doctoral student and clinical instructor, who serves as assistant professor and chair of that department.

Eva Palma Ramirez (MSW 2012) has been named recipient of the *MSU Young Alumni Award*, which is presented annually to an MSU graduate who has demonstrated an outstanding commitment to community work and recognizes "the best of the best, alumni who are doing wonderful things and making an impact daily in their companies, communities, and for Michigan State University." Palma Ramirez is currently a fourth-year PhD student in our program.



Justin Pung (BASW 2012) was recently appointed to the position of senior services director at Northside Community Resources, a nonprofit organization that provides housing, senior, victim advocacy, and immigrant programming in Rogers Park on the north side of Chicago, IL. **S**

Three PhD alumni receive tenure and promotion to associate professor

Carolyn McAllister Kobayashi (PhD 2008)
California State University at San Bernardino
(also serves as director of the bachelor's program)

Rie Kobayshi (PhD 2009)
Eastern Washington University

Tohoro Francis Akakpo (PhD 2008)
University of Wisconsin-Green Bay

Featured

Roberta Greene recognized for outstanding achievement in the field of gerontology



Dr. Roberta Greene, who received her MSW degree from MSU, has just been awarded the National Association of Social Workers (NASW) *Knee/Wittman Outstanding Achievement Award* for her outstanding achievement in the field of gerontology. This award recognizes significant impact on national mental health public policy, profes-

sional standards, or program models. Dr. Greene was also honored as an NASW Social Work Pioneer® in 2004 and received the Association for Gerontology Education in Social Work (AGE-SW) *Career Achievement Award* in 2005.

Dr. Greene is professor and chair emerita of the University of Texas-Austin School of Social Work, where she previously held the Louis and Ann Wolens Centennial Chair in Gerontology and Social Welfare. Prior to that, Dr. Greene was dean of the Indiana University-Purdue University Indianapolis (IUPUI) School of Social Work and associate dean of the School of Social Work at the University of Georgia. Dr. Greene's book, *Human Behavior and Social Work Practice*, is a classic text used in schools of social work around the country.

While on staff at NASW, she was instrumental in the passage of the Nursing Home Reform Provisions of the *Omnibus Budget Reconciliation Act (OBRA)* of 1987.

In addition to Dr. Greene's work in gerontology, she is considered an expert on survivorship and resilience; she wrote a seminal text on resiliency theory, *Resiliency: An Integrated Approach to Practice, Policy, and Research*. Her expertise made her a resource in Texas, where she focused on the well-being of older adults who were disrupted and uprooted due to Hurricane Katrina. She continues to work with community agencies near her new North Carolina home and serves as a Red Cross disaster response clinician.

Dr. Greene has published numerous other books, chapters, and peer-reviewed articles covering aging, human behavior and the social environment, diversity, resilience and social work practice, caregiving, and case management. **S**

alumni

David Berns elected to chair Democratic party in Manistee County following long career as child welfare leader

In 2014, **David Berns** (MSW 1979) was elected as chair of the Manistee County (MI) Democratic Party, following a long career in public service providing services to children and families.

Berns began his career in human services as a social worker for the Michigan Department of Social Services and rose to become director of human services in Marquette County (MI). After 11 years in this position, he was promoted to chief deputy director of the Office of Children and Youth Services for the State of Michigan in 1989 and director of the Office of Children's Services in 1991, leading all child welfare programs in Michigan.

In 1997, Berns was recruited as a Republican appointee to run the Department of Human Services in Colorado Springs, CO. In 2003, Arizona Governor Janet Napolitano asked him to join her administration as director of the Department of Economic Security, a position that included operation of the departments of Human Services and Labor. Following this, he accepted a job as executive vice president of Casey Family Programs, the nation's largest foundation dedicated exclusively to issues of child welfare, where he was responsible for operation of child welfare offices in several states as well as a national network of services to Native American tribal child welfare systems.

His retirement from the foundation in 2011 was short-lived when the mayor of Washington, DC, asked him to redesign welfare and homeless services in the nation's capital.

His numerous awards and honors include being named a Social Work Pioneer® by the National Association of Social Workers and receiving a *Lifetime Achievement Award* from the American Public Human Services Association. **S**



Rosalynn Bliss, social work professional, first woman elected mayor of Grand Rapids

Rosalynn Bliss (MSW 2000) has become the first woman to be elected mayor of Grand Rapids, Michigan's second-largest city; she will take office on January 1, 2016. Bliss was one of four candidates running for mayor in the August primary. In Grand Rapids, if one candidate receives more than 50% of the vote in the primary, no run-off election is required. Bliss had 66% of the vote; her next closest competitor had 30%.

Bliss has run as a candidate for Grand Rapids office since 2005, when she was elected to the Grand Rapids City Commission. She then was reelected for two additional terms.

Bliss currently serves as director of residential services at D. A. Blodgett-St. John's, an agency that provides emergency shelter and residential services for abused and neglected children. She plans to continue working part time while serving as mayor. She also is an adjunct professor of social work at Grand Valley State University (Grand Rapids), is certified as a child trauma and loss consultant, and has served on the boards of the Dyer-Ives Foundation and the YMCA of West Michigan.

Bliss has been recognized and honored locally as well as statewide both for her commitment and work in the field of child abuse and neglect and for her leadership in the community. As mayor, Bliss plans to focus on giving more attention to neighborhoods, characterizing herself as "hyper local" about issues she chooses to take on and address. **S**

Faculty news

Dr. **Pilar Horner** has been working with NCERA-216, a committee of North Central Education/Extension and Research Activity. MSU is one of 12 universities involved with NCERA-216, a regional initiative of collaborative research, education, and outreach opportunities on Latinos and Immigrants in Midwestern Communities. Since 2013, Dr. Horner has helped organize a series of webinars for NCERA-216. These webinars are available to everyone through MSU's Julian Samora Research Institute website (jsri.msu.edu). Dr. Horner has a joint faculty appointment in the School of Social Work and the Institute.

Rosemary Jackson is working on a project for the Adoptive Family Support Network in Grand Rapids, an organization that provides guidance, reassurance, support, education, and resources for families who are considering adoption or who have already adopted. Jackson developed a curriculum for staff training and recently provided both the training and a "train the trainer" program.

Dr. Sheryl Kubiak has been appointed by Michigan Governor Rick Snyder to the Criminal Justice Policy Commission. The 17-member commission was established in 2015 and is responsible for reviewing current sentencing guidelines, exploring alternatives to incarceration, promoting rehabilitation programs, and making recommendations to the Michigan Legislature. As a member of the commission, Dr. Kubiak represents the Michigan Coalition to End Domestic and Sexual Violence.

Dr. Kubiak is also collaborating on a major new grant from NIMH/National Institute of Justice that will test a suicide prevention intervention for those who previously have been jailed. The project is being led by **Dr. Jennifer Johnson**, associate professor in the College of Human Medicine.

Dr. Amanda Toler Woodward spent seven weeks doing research in Tampere, Finland, supported by a travel grant from the American Scandinavian Foundation for her current project, *Comparing Elder Care in the United States, Finland, Estonia, and Romania*. While there, she also participated in the Tampere University of Applied Sciences Social Science International Week. Dr. Woodward also serves on the board of the Association for Gerontology Education in Social Work (AGE-SW). **S**

Faculty, students present at CSWE annual event

The MSU School of Social Work had a strong presence at the Council on Social Work Education 61st Annual Program Meeting—*Social Work on the Frontiers of Change*—held this past October in Denver, CO. The conference, the premier national meeting of the social work education field, provides a showcase for scholarship in social work education through a variety of competitive per-reviewed presentations.



At APM, the school hosted a booth in the exhibit hall and partnered with the other Michigan graduate social work schools to hold a reception.

FACULTY AND STUDENT PRESENTATIONS

Aging LGBT Veterans in the United States: Implications for Practice
Dr. Tina Timm, primary presenter

Effects of Parenting Practices on Chinese Children's Mental Health
Dr. Kyunghee Lee

Connecting with Field Education: Sharing Best Practices
Jo Ann McFall

Neighborhood Contexts Associated with the Polyvictimization of Latino and African-American Children
Dr. Anna Maria Santiago

Head Start Impact on Parents of Children with Disabilities and an Individualized Education Plan
Dr. Kyunghee Lee, with psychology student **Marianne Clinton**

The Intersection of Geriatric Social Work and Complementary and Alternative Medicine
Sheryl Groden, primary presenter

Challenges and Opportunities of Social Work for Korean Americans
Group: Korean American Social Work Educators Association
Dr. Hyunkag Cho, primary presenter

Changes Within the Frontier of Quality Rural Social Work Education
Group: National Rural Social Work Caucus
Dr. Joanne Riebschleger, with primary presenter
Scott Sorensen (University of Utah)

Forging the Path: International and Global Context in Schools of Social Work
PhD students **Cristy E. Cummings**, **Daria P. Shamrova**, and **Edita Milanovic**, with primary presenter **Dr. DeBrenna Agbényiga**, recently on faculty here

Frontiers of Change: Preparing Social Work Students for Rural Child Welfare Practice
Dr. Joanne Riebschleger, with PhD students **Debora Pond** and **Cristy E. Cummings**

SERVICE TO THE PROFESSION THROUGH CSWE

Dr. Steven Anderson, member, Commission on Global Social Work Education

Dr. Rena Harold, member, Commission on Membership and Professional Development

Dr. Pilar Horner, member, Commission for Diversity and Social and Economic Justice

Dr. Daniel Vélez-Ortiz, member, Council on Racial, Ethnic, and Cultural Diversity

CSWE is the sole accrediting agency for social work education in the US.

Sue Bowden plays key role as national baccalaureate leader

BASW Program Director **Sue Bowden** has been active in the Michigan Association of Baccalaureate Social Work Educators (MABSWE) since its inception. She has served twice as president, serving more than 10 years. Highlights of Bowden's tenure and involvement include:



Bowden

- ▶ Overseeing the passage of BSW licensure in Michigan after testifying before the legislature on behalf of the bill
- ▶ Starting the process for BSW educators to earn continuing education credits toward licensure retention for their attendance at MABSWE meetings
- ▶ Leading MABSWE's efforts to establish the Child Welfare Certificate, which waives certain training requirements for BSW hires and gives them preferential hiring for open positions at the Michigan Department of Health and Human Services
- ▶ Chairing the local planning committee for the national Baccalaureate Social Work Educators conference when it was held in Detroit
- ▶ Co-chairing the conference committee for the statewide MABSWE conference highlighted on this page

Bowden's term as MABSWE president ended in August, but she remains an active member. **S**



MABSWE

Michigan Association of Baccalaureate Social Work Educators

Michigan hosts 2015 national baccalaureate annual event

On November 6, the first Michigan Association of Baccalaureate Social Work Educators conference was held at Saginaw Valley State University; this event was developed specifically for BSW educators. **Sue Bowden**, BASW program director, co-chaired the conference committee.

Keynote presenter **Dr. Lucy Mercier** (PhD 1999) spoke on *Non-traditional Approaches to Student Learning: The Use of Flipped Classrooms, Immersion Learning, and Inter-professional Collaboration to Promote Social Justice*. Dr. Mercier is professor of social work at Saginaw Valley State University.

A highlight of the conference was the session presented by **Dr. Darla Spence Coffey**, president and chief executive officer of the Council on Social Work Education (CSWE). (CSWE is the sole accrediting agency for social work education in the US.) Dr. Coffey provided an overview of the recently approved 2015 Educational Policy and Accreditation Standards that define the nine social work competencies common to all social work practice and that establish thresholds for professional competence to support academic excellence.

Other sessions addressed ethics, best practices, preparing students for child welfare practice, technology options for teaching and practice, and cultural competency.

Thanks go to Andrews University, Central Michigan University, Michigan State University, Oakland University, Saginaw Valley State University, and Spring Arbor University for providing support for this initiative. **S**

Faculty promotions

- ▶ **Dr. Anne Hughes** has been promoted to associate professor with tenure.
- ▶ **Monaca Eaton** has been promoted to senior clinical instructor.

FACULTY SERVICE

TO THE COLLEGE OF SOCIAL SCIENCE

Sue Bowden	Undergraduate Program Committee
Angie Kennedy	Graduate/PhD Committee
Sheryl Kubiak	Reappointment, Promotion, and Tenure Committee
Kyunghee Lee	Hearing Board
Delanie Pope	Hearing Board
John Seita	Center for Integrative Studies Advisory Board
Marya Sosulski	Graduate Committee for Curriculum
Tina Timm	Committee on Curriculum and Academic Policies; Faculty Advisory Council
Amanda Woodward	Research Committee

TO THE UNIVERSITY

Anne Hughes	Center for Innovation and Research Advisory Board Pearl J. Aldrich Endowment in Gerontology Awards Review Committee
Joe Kozakiewicz	Student Faculty Staff Hearing Board Student Advisory Center Planning Group (College of Law) Spartan Youth Advocacy Society Faculty Advisor (College of Law)
Sheryl Kubiak	Co-chair, Sexual Assault and Relationship Violence Policies and Programs Task Force Violence Free Communities Committee
Daniel Vélez Ortiz	Anti-Discrimination Judicial Board

School news

School social work as a career

Have you or anyone you know thought about becoming a school social worker in Michigan? This social work role requires not only social work licensure, but approval by the Michigan Department of Education. The MSU School of Social Work website has collected in one place all of the basic and technical information about becoming a school social worker in Michigan, as well as how to become approved—no matter where you are in your professional education and career. Just go to socialwork.msu.edu/school_sw and look for the link to the decision tree; it will show you how to get from “here” to “there.”

Award-winning author visits campus

The School co-sponsored a November 5 visit to campus by **Barbara Ehrenreich**, one of America’s foremost intellectuals, a writer, activist, and social critic. She is the award-winning author of *Nickel and Dimed*, *Bait and Switch*, *Bright-Side*, and *Living with a Wild God*. Ehrenreich was joined in a moderated conversation by three MSU professors.

Focus on human trafficking

The School’s Diversity Committee is organizing its activities this year around the subject of human trafficking. A series of events is being planned, and other events and resources are being identified and made available to faculty and students. Human trafficking is the third largest criminal industry in the world.



On November 5, the School offered “Human Trafficking: A Michigan Reality,” a continuing education program presented in Flint by **Jane White**. White is founder and director of the Michigan Human Trafficking Task Force. The Task Force, housed at the MSU School of Criminal Justice, is made up of over 90 member agencies committed to collaborative efforts to identify and rescue victims, prosecute offenders, restore victims, and educate the public in Michigan about human trafficking—both sexual and labor exploitation.

This program was underwritten by the School’s Endowed Fund for Advocacy, Leadership, and Social Justice. **S**

A taste of the MSU experience for foster youth statewide

Fostering Academics Mentoring Excellence (FAME), a Community Program of the MSU School of Social Work, started a residential summer camp program on the MSU campus in 2008, with the purpose of preparing and supporting foster care youth who are considering attending institutions of higher education by increasing their knowledge and understanding about eligibility for financial support, student life, and study at MSU.



Based on the experiences of the summer camp, FAME will launch STEPS (Supporting the Transition to Higher Education and Personal Success), a new college access outreach and recruitment initiative for Michigan high school students who are experiencing a foster care placement.

Through this initiative, five groups of up to ten youth currently in foster care will be invited to visit the MSU campus for a one-of-a-kind college experience seminar. Youth participants will have the opportunity to experience

a slice of life at a premier research university, receive valuable information and resources about available supports and access to higher education, and connect with MSU students who are alumni of the foster care system and can offer their unique perspective and advice for overcoming barriers and beating the odds. This special program will expand the scope and continuity of the support

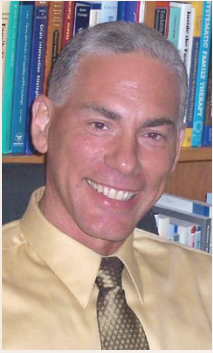
services and resources provided by FAME to vulnerable students in their transition to higher education.

STEPS is receiving financial support from a *Creating Inclusive Excellence Grant* from the MSU Office for Inclusion and Intercultural Initiatives. These grants facilitate development, research, and assessment of University-wide diversity and inclusion efforts and promote opportunities for the MSU community to create synergy within and across organizational systems in support of an inclusive educational and work environment. **Andrea Martineau**, LMSW, is FAME program coordinator. **S**

In Memoriam

Dr. **Fred Cox** (1928–2015) served as director of the MSU School of Social Work in the late 1970s. A specialist in community organization and planning and author of several widely used texts, he received a doctoral degree in social work from the University of California–Berkeley and then moved to Ann Arbor, where he was a professor of social work at the University of Michigan for 25 years. He left Ann Arbor to come to MSU; following his tenure at MSU, he served as dean of the School of Social Welfare at the University of Wisconsin–Milwaukee. He retired to Seattle in 1989 to be near family. Dr. Cox died peacefully at home on June 5, 2015, after a brief illness. **S**

Mooradian appointed **associate director of School**



Dr. **John Mooradian** has been selected to serve as associate director of the School. In this position, he will be responsible for leadership of the School's accredited programs and will contribute to all aspects of School development and operations. Dr. Mooradian has an exemplary teaching record, solid curricular and scholarship experience, and recent administrative responsibilities.

Dr. Mooradian joined the School as clinical assistant professor in 2001 and was hired into the tenure system in

2005; his promotion to associate professor came in 2011. In addition to being a licensed master social worker (clinical and macro), he is a licensed marriage and family therapist. His two primary research interests are disproportionate minority contact in the juvenile justice system and family relationships in challenging contexts.

He is author of numerous scholarly articles, book chapters, technical reports, and training curricula, including the 2003 book *Disproportionate Confinement of African-American Juvenile Delinquents* published by LFB Scholarly Publishing, New York.

He follows **Dr. Rena Harold** in this position. Dr. Harold served as associate director from 2005 to 2015, except for 2014, when she served as interim director of the School. **S**

School welcomes two **Social Science Scholars**

The College of Social Science Scholars Program targets high attaining undergraduate students that are deeply interested in current issues and have a thirst for knowledge that will allow them to make a real and positive global difference. The curriculum includes a highly enriched program of study—including seminars, research projects, guest lecturers, off-campus study, overseas study, and internships—and an educational plan crafted to specifically support individual interests and goals.



Gennety



Brandicourt

In this, the second year of the program, the School is excited to welcome its first two Scholars, who are among 18 freshmen in the 2015 Scholars cohort. **Kristen Gennety** has a dream to help others and work on social issues. She expects to prepare herself for work with families and children, both through direct practice and policy advocacy. **Annie Brandicourt** has lived in five states growing up and is fascinated by the inherent similarities of people, no matter how different they appear. She is pursuing social work in the hope of making a contribution toward providing every child with equal opportunities for success, regardless of background.

Social Science Scholars are selected after a rigorous application and interview process. The 2015 cohort will be studying humans and the environment, covering everything from the social environment—how it has changed, how it shapes us, and how it functions—to the natural environment—including its effects on human history and the threats we face in the future.

The aim of the program is to invest in individual students of high promise to develop a diverse group of Scholars that (a) brings multiple perspectives and experiences to class and (b) reflects the social and ethnic diversity of the nation. Beyond test scores and grades, selected candidates demonstrated a passion for studying and debating social and political issues. **S**

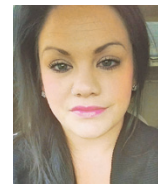
Welcome new **School staffers**

Beyers adds **communications to IT**



Tony Beyers joined the School in May after 15 years in MSU's Information Technology (IT) Services department where he served on the MSU Web Team. His first major project is to redesign the School's website to encompass new technology, current accessibility, and responsive design standards, as well as the new University brand standards. He will be adding many photos and videos of the faculty, staff, and students in order to continue highlighting research projects, study abroad programs, exceptional students, and other significant accomplishments and events. In addition to the website, he will be working with staff and faculty to expand our use of social media and other technological means of communication. Beyers looks forward to an interesting and rewarding tenure here; with these responsibilities there is always something new and something "next" to do.

Aymor assists in main office



When you walk into the School's main offices, you will be greeted by **Mary Aymor**, who is new to the School and to MSU. After working for an accounting firm for eight years, she was looking for more interesting work and decided to join the academic environment. Her mother is a long-time MSU employee, so she knew this was a place where she could be happy and challenged. In addition to her basic responsibilities in the main office, she will be providing support for Associate Director John Mooradian. She is looking forward to getting to know everyone and learning more about the School of Social Work. In her words, "I couldn't feel luckier to be working in such a great School and with great people!" **S**

Student news

The annual Destination Survey administered by the MSU Career Services Network attempts to document the post-graduate outcomes of MSU bachelor's degree students, offering a snapshot of graduates' progress as they transition from college. The 2014 report shows the School has a 96% placement rate for our graduating students! Placement includes employment, continued education, starting a business, or actively pursuing other commitments. Congratulations, graduates!

As part of our diversity-themed BASW curriculum, students have the opportunity to travel each fall to a diversity-themed location. This year, students went to the Saginaw Chippewa Indian Reservation in Mt. Pleasant on October 23, to visit social service and cultural agencies sponsored and developed by the Tribe. These included Tribal Court, Andahwod Continuing Care Community & Elder Services, the health center and behavioral health programs, and Ziibiwing Cultural Center.

The second annual BASW Fall Kick-Off Banquet was held on September 18, and the topic was wellness! The guest speaker was **Lisa Laughman**, LMSW, who is a clinical instructor with the School, emotional wellness consultant for the MSU Heath4U program, and counselor with the MSU Employee Assistance Program. A panel of social work professionals and students answered questions about wellness and discussed how they practice self-care and wellness in their work and school lives. The evening was hosted by **Lindsey Michalik**, MSW student and Phi Alpha Honor Society secretary/treasurer. **S**

International Mentorship Program

The School has organized a mentorship program for international MSW students. Each first-year MSW international student is matched with a second-year MSW or PhD international student mentor who has valuable knowledge and experience to share about graduate school, university, and community transitions; developing support systems and finding resources; identifying their specific challenges; achieving academic excellence while navigating US, Michigan, and MSU campus culture; and having fun.

Mentors are an additional resource for the international students beyond what faculty and advisors offer. As international students enter their second year in the School, they are encouraged to become mentors for the new first-year international students. This year we have five first-year MSW international students enrolled in the program: four from Sub-Saharan Africa and one from Kosovo, Russia. Four second-year MSW students and one PhD student have volunteered to serve as mentors.

MSW faculty provide support, develop and facilitate monthly meetings, and design programming events and cultural opportunities for students. **S**



Starting at lower left and going around the table: **Yiwei Gu, Daria Shamrova, Anissa Chitwanga, Michaela Tucker, Auguste Shikongo, Adriana Flores, Adriana Carreon, Roselyn Kaihula**. Not pictured: **Kanarina Shehu** and **Luyao Shen**.

Student groups

Phi Alpha

MSU School of Social Work has an active chapter of Phi Alpha, the national social work honor society. A record number of students were inducted at last spring's ceremony. Officers elected for the 2015–2016 academic year are:



President: **Adriana Flores** (MSW student)

Vice President: **Allison Oskia** (BASW student)

Secretary/Treasurer: **Lindsey Michalik** (MSW student)

Sue Bowden is the faculty advisor.



Students for Social Work (SFSW)

Pictured above, BASW seniors **KC Austern, Alec Denuccio, and Katelynn Moffatt** address incoming juniors at their fall orientation. **Monaca Eaton** is the faculty advisor for SFSW.

Organization of Latino Social Workers (OLASW)

OLASW met on October 30 to discuss issues related to human trafficking, the Diversity Committee's theme for the year, and the future of Latino social workers and populations in Michigan. The group also addressed the topic of scholarships and the process of transitioning from students to professionals. **Dr. Pilar Horner** is the faculty advisor.

Association of Black Social Workers (ABSW)

Only in its second year, ABSW continues to define itself under the leadership of MSW student **Jennifer Onwenu**, president. Its major project this year is collaborating with the School's Diversity Committee to coordinate and host Martin Luther King, Jr. Day, held annually in January. **Shani Saxon** is the faculty advisor. **S**

Spotlight on PhD student research

Many opportunities exist for social work PhD students at MSU to engage in research, and funding is often available for their projects. This includes funding to support independent research projects during the summer, such as the Dissertation Completion Fellowship (funded by the MSU Graduate School) and the Research Scholars Fellowship (funded by the College of Social Science). Students also have the opportunity to conduct a research project as part of a team in their social work research practicum sequence courses, SW 911 and 912. Finally, students may take the initiative to work together with peers to conduct independent research. **S**

Dissertation Completion Fellowships



Lauren Fries Costello: *The Long Term Effect of Exposure to Intimate Partner Violence (IPV) on Children's Trauma, Depression, and Academic Achievement Among a Nationally Representative Child Welfare Sample*
Faculty chair: **Dr. Sacha Klein**



Sheryl Groden: *The Intersection of Geriatric Social Work and Complementary and Alternative Medicine (CAM)*
Faculty chair: **Dr. Amanda Woodward**



Julie Ma: *The Effects of Neighborhood Disorganization, Maternal Corporal Punishment, and Behavior Problems in Early Childhood*
Faculty chair: **Dr. Sacha Klein**



Sally Pelon: *Compassion Fatigue in Hospice Social Work: Potential Moderating Factors*
Faculty chair: **Dr. Anne Hughes**

Research Scholars Fellowships



Eva Palma Ramirez: *Mexican IPV Survivors Talk About Their Transition from Victimization to Advocacy*
Faculty supervisor: **Dr. Angie Kennedy**



Dasha Shamrova: *Building Capacity for the Integration of the Child-friendly Evaluation Model into Nonprofit Practice*
Faculty supervisor: **Dr. DeBrenna Agbényiga**



Kristen Prock: *A Preliminary Investigation of Service Provision for Sexual Minority Homeless Youth Residing in Transitional Living Programs*
Faculty supervisor: **Dr. Angie Kennedy**

Current SW 911/912 Research Project

Understanding the Relationship Between Human Rights Exposure and Civic Engagement Among University Students

This project is studying the relationship between human rights exposure and attitudes of university students and their patterns of civic engagement. The study will be completed by an electronic, cross-sectional survey in fall 2015. The data will be analyzed and manuscripts developed over the course of the academic year.

Faculty supervisors: **Drs. Anne Hughes and Amanda Woodward**

Example of an Independent Student Research Team



Cummings



Milanovic

Cristy Cummings, Dasha Shamrova, and Edit Milanovic: *International Context and Global Perspective in US Schools of Social Work*

The team presented findings from the first phase of this study at the 2014 CSWE annual program meeting; findings from the second phase were presented at the 2015 CSWE annual program meeting. Faculty consultant (second phase):

Dr. DeBrenna Agbényiga

Special study receives funding

Dasha Shamrova and **Cristy Cummings**, both third-year PhD students, have received funding from the MSU Office of Diversity and Inclusion to conduct a study entitled *A Visual Exploration of the Experiences of International Undergraduate and Graduate Students and Their Spouses at Michigan State University: A Photovoice Project.*

Faculty advisor: **Dr. Deborah Johnson** (Department of Human Development and Family Studies).

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Please give to support the next generation of social work leaders!

Social work students enter our field driven by a sense of altruism and commitment to those less fortunate in society. They in turn do many wonderful things across social service venues, often without high financial rewards. As higher education costs have risen and governmental supports have not kept pace, finding the resources to allow students to do the work they love is an endeavor that challenges us all.

It is in this spirit that the School seeks any support that inspires you and that you can afford. The School currently is actively engaged in the MSU Empower Extraordinary Capital Program, which is seeking at least \$1.5 billion campus-wide to empower critical initiatives. In the School, we especially seek contributions to enhance student scholarships as well as our research capabilities and community service projects. Thanks to the generous donations of countless alumni and friends, the School has created numerous scholarship funds to support students in many different areas of social work education. It also is possible to make donations for the operation of the School more generally, or to support research and service initiatives. Specific giving opportunities and their purpose can be found on our website: **socialwork.msu.edu/alumni/index.php**.

Donations can be made using the School's website or by sending donations to:

Nancy Perkins
MSU School of Social Work
Baker Hall
655 Auditorium Road, Room 254
East Lansing, MI 48824

If you have ideas for new scholarships or other initiatives you would like to support, please contact SSW Director Steve Anderson, **stevea@msu.edu** or **517-355-7515**.

Thank you so much for your support. Your generosity is essential to our students and to the quality of our School's programs—your gifts truly are helping build the future of social work!



Connect with the School!



Find us by joining the group **MSU School of Social Work**. Are you a Flint MSW program grad? Join the **Michigan State University Flint MSW program alums** group! Or check out the **Michigan Kinship Care Resource Center**



Read the School's "tweets" at **twitter.com/MSUSocialWork** or connect with other Spartan social workers by joining the **MSUSocialWork** group.



Join by searching for **MSU School of Social Work** in the groups or visit the recently launched **College of Social Science** group at MSU College of Social Science.

OUR MISSION: We are dedicated to educating students for competent, responsive, and ethical social work practice. Our teaching, research, and outreach seek to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.

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